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INDIVIDUALIZED READING--ITS PHILOSOPHY, RESEARCH, IMPLEMENTATION.

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DESCRIPTORS- *READING RESEARCH, *CLASSROOM ENVIRONMENT, *STUDENT ATTITUDES, *READING INSTRUCTION, *INDIVIDUALIZED PROGRAMS, READING INTERESTS, INSTRUCTIONAL MATERIALS, SMALL GROUP INSTRUCTION, PROGRAM EFFECTIVENESS, LEARNING MOTIVATION,

ON THE BASIS OF SELECTED RESEARCH FINDINGS, A DISTINCTION BETWEEN RECREATIONAL AND INDIVIDUALIZED READING AND A PLAN FOR IMPLEMENTING AN INDIVIDUALIZED READING PROGRAM ARE DISCUSSED. PLANS FOR FLEXIBLE GROUPINGS AND THEIR COMBINATIONS, SHARING ACTIVITIES, RECORD KEEPING, EVALUATING PROGRESS, AND INITIATING A PROGRAM ARE PRESENTED. REGULAR CONFERENCES TO DISCUSS THE NEEDS, INTERESTS, AND SKILLS OF THE CHILD ARE DESCRIBED. TECHNIQUES FOR SKILL BUILDING USING SMALL GROUPS OR AN INDIVIDUAL APPROACH ARE OUTLINED, AND A SUMMARY OF PRINCIPLES UNDERLYING AN INDIVIDUALIZED READING PROGRAM IS INCLUDED. REFERENCES ARE LISTED.

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[1968]

INDIVIDUALIZED READING

A condition that creates a problem in the teaching of reading is the great variation in reading ability existing among children in the elementary school. Professional references in reading and collections of research reports cite this condition with considerable frequency. Classroom teachers also often indicate its prevalence as a problem in instruction. This paper is a review of some of the studies concerning the philosophy, the research and implementation of individualized reading.

Nila Banton Smith[1] in her book reminds us that this variation in reading is not new nor is this the first time an attempt has been made to individualize our instruction. The historical cycle has been repeated twice in American history. It showed itself first in the 1600's, then in the 1920's and 1930's; again in the 1950's and 1960's, but with widely differing concepts, material and procedures.

The present concept of individualized instruction in reading extends far beyond the earlier plans permitting children to progress at their own rates. It is primarily concerned with reading as it becomes a part of, and promotes, child development in its many different aspects--physical, mental, social, emotional, linguistic and experiential life.

Willard C. Olson[2] has established the concepts upon which the individualized reading program is based. These concepts of seeking, self-selection and pacing become very important when applied to the learning to read process. Olson states, "The healthy child is naturally active and he is engaged almost continually while awake in any active exploration of his environment. He seeks those experiences that are consistent with his maturity and his needs." Olson applies this concept to the development of readiness for reading. Discussing self-selection, Olson states, "Throughout nature there is a strong tendency for life to be sustained by the self-selection of an environment appropriate to the needs of the plant, animal or human being." "Pacing refers to the acts on the part of the teacher which ensure that each child is provided with the materials upon which he can thrive and also to the attitude which expects from the child only that which he can yield at his stage of maturity." Applied to reading, this would mean that the situation most conducive to reading growth would be one in which the child is surrounded with stimulating books which he can explore and from which he can select and read at his own rate.

Nila Banton Smith quotes some very enthusiastic people in her book, Reading Instruction for Today's Children about this approach.

Lazar[3] says, "Individualized reading is a way of thinking about reading--an attitude toward the place of reading in the total curriculum, toward the materials and methods used, and toward the child's developmental needs. It is not a single method or technique, but a broader way of thinking about reading which involves newer concepts concerned with class organization, materials, and the approach to the individual child."

Garrettson[4] summarizes the concept as follows:

"When a child is allowed to use material of his own choosing, move at his own pace, in an atmosphere where how he moves is no longer public classroom concern, he relaxes his defenses and begins to feel the security of accomplishment."

Draper and Schwietert[5] explain:

"Individualized reading recognizes, accepts and respects the fact that children differ and that each child is an individual in his own right with his own thoughts, secrets, drives, motivations, will, wishes, desires and learning make-up. It also recognizes that for each child, reading is a personal, individual experience and often a private affair."

Jenkins[6] gives a glimpse of the concept when she says, "Children work hard and long when they choose their own jobs. They move ahead when they have opportunity to set their own goals. They read with greater enjoyment when they choose the material." In self-selection the teacher works with individuals and knows their interests and needs more adequately than when a group works on a single book chosen by the teacher."

"Individualizing reading practices is an attempt on the part of the teacher to manage the classroom so that each child is learning to read at his own 'growing age'. Respect for the unique individuality of the child is safeguarded. The child's purposes and plans are thus intimately involved in establishing the thresholds of his own learnings. Instruction is paced to the individual's needs, concerns, lacks, aspirations. The self-selection of reading materials and resources is a matter of a particular child's recognition that 'This is what I really want to try to read.'" (Leland B. Jacobs, Teachers College, Columbia University)

The unique growth pattern of individuals is one factor in their variability, but there are many others that are apparent and must be met by an insightful and thoughtful teacher. One writer described the children who came to school in a creative way:

It staggers the imagination to conceive of all the different kinds of youngsters racing up school steps or "creeping like a snail unwillingly to school." Not just tall and short, light and dark, overfed and undernourished, but the dreamers, the experimenters, the nature-lovers, the manual-minded, the scientifically inclined. Among them all, or among even a small segment of them all, their interests cover everything in creation. Mentally inquisitive, receptive to all they encounter, these children soak up information and ideas like sponges and pack them away to satisfy current curiosities and later needs.

It is of course impossible to describe all the differences that exist among a group of children. The range of differences that are present in visual and auditory acuity that are within normality, for example, are very great. The tempo of reaction and the energy that accompanies it is another part of individual design upon which training has little effect. Then add the wide, wide differences in experiential background with the emotional accompaniment and the differences among a group of children of alleged similar background certainly "staggers the imagination."

When the differences in reading are examined the range precludes any arbitrary grouping of children. Olson[7] indicated that children grow more unlike in reading ages as the years go on. He wrote, "The

individual differences are great, with a range of about ten years for boys and seven years for girls at eleven years of chronological age."

His studies show:

The Percentages of Children in Each Grade Ready for Each Book Level

Book Level / Grade	1	2	3	4	Grade Level 5	6
Kindergarten	23	8	5	7		
1	50	24	11	9	7	
2	23	33	20	10	9	7
3	2	24	24	16	10	9
4		8	20	17	16	10
5		2	11	16	17	16
6			5	10	16	17
7			2	9	10	16
8				7	9	10
9					7	9
10						7

Dr. Paul A. Witty,[8] Professor of Education at Northwestern University, wrote for the March, 1964 edition of Elementary English, an article entitled, "Individualized Reading." His concluding statement was, "We are in the midst of a great change insofar as educational practices are concerned. At one time, the use of a single textbook program might have been recommended with some justification because of the limited amount of reading materials available. But today there are vast resources for the classroom. There are large numbers of texts, and supplementary textbooks, too. There are films and filmstrips, open and closed circuit television, machines and devices of various kinds, 'laboratories' of reading materials, innumerable 'easy to read' books and vast resources in children's literature, including paperbacks, books and children's magazines. How are these materials to be best used in fostering the maximum development of every child in reading? We believe that the most justifiable procedure is described as developmental reading in which both individualized as well as group procedures are employed. Experiments should be undertaken to ascertain the effectiveness of different combinations of materials and approaches in various situations. Such experimentation will involve widespread use of the newer materials in patterns which differ markedly from the traditional. Greater attention will be given to the interests and needs of children in determining the selection of books and the direction of learning experience. The experimentation should include also a study of the conditions under which self-selection is most effectively engendered. Studies should encompass the use of reading materials to satisfy interest and fulfill needs in the junior and senior high school. But the need for increased use of the individualized approach should be recognized."

George Spache[9] states:

"Undoubtedly individualized reading brings new elements to the reading program which will contribute the fresh vigor and vitality so badly needed. The closer working relationship between teacher and pupil fostered by the individual conference, the marked effects upon interest in reading, the elimination of failure and competition and the stimulation

of reading materials closely related to individual needs will help to lift current reading programs from the doldrums into which they have fallen."

As Jeannete Veatch[10] says in her book, Individualizing Reading:

An individualized reading program is not to be confused with recreational or library reading which also involves self-selection of reading which also involves self-selection of books by pupils. In looking at recreational reading we find these characteristics:

1. A weekly or bi-weekly period
2. Little or no actual instruction other than word-telling
3. Teacher largely free and inactive once books are chosen
4. Reading entirely silent

Contrast this to the individual approach outlined below:

1. The children are not arranged in arbitrary groups assigned by the teacher.
2. Each child has a different book--a book that he himself has self-selected.
3. Each child receives individual help from the teacher or a teacher's helper, the help that he needs just when he needs it.
4. The individualized method of reading assumes a "Sharing period," during which individual children share something of what they have learned with other children, the whole room or part of it.
5. Individualized reading always assumes that certain skills have to be taken up with the class as a whole, or in a group session with the part of the class which needs to learn the skill. Small group sessions for work with children who have a special need in the same area should be an integral part of this program. It is assumed also that there will be opportunities for children to be guided in "second-level" reading by the teacher.
6. The individualized reading program predisposes that the teacher and students will have regular conferences to determine needs, interests, and skills of the child.
7. Record-keeping by the teacher and also by the child is a necessary part of this method. These records are vital if the teacher is to evaluate effectively the work of the child and to realistically assess his needs.

Individualized reading is a subject of such interest and thus far the research findings are controversial as to whether this method is better than any other. Most of the studies have been set up as a comparison of the relative effectiveness of the individual method and the group basal plan. There hasn't been enough definitive data from which to draw conclusions. This is partly due to the individualized programs not being in operation long enough to set up tightly controlled studies.

In Miss Smith's book, Reading Instruction for Today's Children,

she reports on a doctoral study conducted by Philip Acinapura[11] involving children in fourth, fifth and sixth grades who were matched in reading ability, I. Q. and socio-economic status. The experimental group was taught by the individualized plan; the control group the the three-ability grouping plan. Test results showed the two groups to be equally efficient in vocabulary. The individualized group was statistically significant in their superiority over the other group in silent reading comprehension and in total silent and oral achievement.

Karr's[12] study was concerned with third grade classes. The achievement of groups having individualized instruction for six months was compared with the achievement of groups in a different community taught by the basal group procedure. The latter groups made slightly higher gains in vocabulary and comprehension than did the individualized group.

Hilson and Thomas[13] taught individualized reading to a first grade class and compared the results with those of two other classes taught by the group procedures. Results of tests showed no difference in achievement, however it was reported that the children in the individualized group were more enthusiastic about reading.

In Dr. Mary K. Huser's[14] doctoral dissertation, she concluded:

"The results in achievement for the experimental group using an individualized method of reading were not significantly better than when the students were taught by the traditional textbook method. There were, of course, differences, but these were not large enough to indicate real differences at the ten percent level.

"When separated into groups according to classes, the sixth grade did significantly better in reading achievement when taught by the individualized method than by the textbook approach. In grades four and five this difference was not evidenced, the differences in treatment distributions were not significant.

"In viewing the results of the tests, it was found that individual pupils made gains in reading under either of the treatments. Some pupils made over four years gain, with many making two and three years gain. No student showed a loss under either approach to reading.

"The intermediate-grade students had a more favorable attitude toward reading when taught individually than when taught in groups. The attitude toward being given instruction in reading by an individualized plan was most favorable.

"An observation made by the investigator was that in this study the class size was irrelevant to the gains in reading achievement and attitude. One city had forty-seven and forty-five pupils in two sections which made gains in reading comparable to, or better than, those classes which contained twenty-two and twenty-four students.

"The writer concurred with Rothrock that attitudes formed during the intermediate grades are as important, perhaps more so, to the future success and self-image of this preadolescent child than is reading achievement."

Herbert Schwartzbert[15] conducted a study to determine what children think of individualized reading. Some of the most interesting features of an individualized reading program are the reactions of children.

After having a successful experience with an individualized reading program for sixth graders having been identified as gifted, it was decided to try the same program with pupils who were reading below their

grade level and get their reaction.

The usual procedures were followed. Stress was placed on finding materials enjoyable to the students. They shared their books with peers in many different ways.

Records showed the students reading more and using the library more. Gains were noted as reflected by test scores.

Comments made by students in private interviews were very positive.

"I like to pick my own book. I can pick an interesting one."

"I am reading better now."

"I read 74 books this year."

"I read 80 books. Last year I didn't read at all at home. I didn't like school either. Mostly they give you what you don't want."

"You feel more like reading the book. I am a pretty good reader now. I can read the notes my mother leaves now. Before I couldn't."

In a number of cases children struggled with books that appeared to be much too difficult for them, but they refused to quit. Their abilities to accomplish seemed to be sharpened.

The confidence of the children was extended to feeling they could handle the seventh grade the next year.

The experience with this class lead the author to believe that it is possible to use the individualized method with poorer readers as well as the competent reader.

In an attempt to determine if an individualized reading program could be effective as part of an eclectic reading program, Paul Blakely and Beverly McKay[16] made the following investigation.

The purpose of the investigation was to discover what means are being used to supplement a basal reader program with individualized instruction in grades four, five and six. 108 of the 111 responding to the questionnaires were favorable toward the use of individualized reading in conjunction with the basal reader program.

Individual comments included, "Interest has been established within the slower group to stimulate their seeking the help needed." "In my opinion, the basic text does not provide very much challenge to the better readers and by individualizing the program you can make these people stretch their minds." "I feel that each child is progressing at his own rate and developing interests." "Individualized reading is essential."

The results of the investigation reported here give credibility and meaning to the assertion that individualized reading procedures may enrich and strengthen an eclectic reading program, offering contributions that complement the basal reader series.

Walter B. Barbe, Ph.D.,[17] in his book, Personalized Reading Instruction, sums up the research in individualized reading in these words, "The greatest contribution which the individualized reading program makes is the attitude of the children toward reading. By being introduced to children's literature from the very beginning, so that they understand that the goal of reading instruction is to read, it is not necessary to somewhere along at the junior high level hope the children will transfer the skills they have learned in the basal reader into the reading process itself. Children are introduced to good literature early, taught how to select materials which they can read and enjoy and urged to read both quantitatively and qualitatively more than

would ever have been thought possible in the basal program. An improved attitude toward reading itself is, of course, the goal of the individualized reading program.

In preparing to implement the individualized reading program in a class, let us consider the characteristics of the program as outlined by Jeannette Veatch earlier in this paper and elaborate on each one.

1. The children are not arranged in arbitrary groups assigned by the teacher. Several types of groups are found:

Basic Types

A. Conference Type #1--One pupil reads with the teacher apart from the rest of the class. Grades 1-6.
B. Conference Type #2--The teacher moves from one pupil at his desk to another in the total class situation. Grades 3-6.
C. Flexible Groups--Five to eight children cluster around the teacher and read silently while the teacher gives close attention to one child for a few minutes and then to another for about the same length of time, until each has had individual reading with the teacher. Words are supplied by the teacher to the children reading silently as needed without interrupting the reading of the child receiving close attention. Composition of the group fluctuates. Grades 1-6.

Variations of Basic Groupings

A. Social Grouping--Variation of Type C above. Composition of groups is based on the results of a sociogram or on some other way which results in friendship grouping.
B. Interest Grouping--Children who enjoy reading on the same topic together do so and later may share or utilize the information gained through cooperative group work. Variation of Type C above.
C. Special Purpose Grouping--Children come together for a short period of time to work together for a special purpose such as working together as a committee in a social studies project where they are concerned with a special research problem. Variation of Basic Type C.
D. Skill Needs Grouping--Children with common skill needs come together for special help from the teacher.
E. Pal Reading--Two pupils choose to read together from the same or from like books in a turn-about fashion, a paragraph at a time or parts of certain characters in a story; or they may each read silently from different books but sit together for the sake of companionship, or one child may read a complete story to another.

Total Class Reading

There are many occasions when the total class will have interests or concerns in common when the class will read together as a whole. Examples are: experience charts, announcements, choral reading, reading original class poems.

Combinations of Groupings

Except that Conference Type #2 is seldom used in Grades One and Two, the above grouping may be used in any elementary grade, singly or in combination.

2. Each child has a different book--a book that he, himself has selected.

This process of discussion and planning takes time, but the children must fully understand the idea. The physical set-up will help the process fo self-selection. The teacher will have to plan an arrangement that will keep the children from crowding one another at book shelves. It is well that books are not sorted according to difficulty or subject. This will not give any book "status" or stigmatize any reader if he accepts an easier one.

The problem of materials to meet the many and varied interests of a group of individual children is troublesome to many teachers. Perhaps the first thing is to assess the books on hand, break up sets and distribute them on many grade levels. This will necessitate getting over the feeling that certain books must be only read at a certain grade. The school library and public library will contribute greatly to materials for a program of self-selection. Some authorities say there should be at least five books per child. This number is just an estimate but most authorities agree on one fact, that is, there must be many easy books. There are always enough hard books for the good readers; it is the poor reader who cannot find enough books.

Some schools increase their book supply by getting discarded books and cut them up, thus making small paperbacks out of the individual stories. Paperbacks and book clubs are very popular with school children also.

If individualized reading is to be started right, there must be much discussion of it beforehand with the children. They must know and discuss where the books will be, how they will be arranged, should they stay in the reading corner to look, or should they go sit down and try the book out, how shall they record the book, what will they do when they come to an unfamiliar word? These questions need to be solved and the beginning plan for a workable routine established.

3. Each child receives individual help from the teacher or helper when he needs it.

At least one good reader is assigned to an area and designated as reading helper. If the child needs help with a particular word while the teacher is having a conference, the reading helper will assist. This isn't a widespread practice but is one way in which some teachers handle this problem. If the child needs too much help, it is an indication that he has selected material too difficult.

4. The individualized method of reading assumes a "sharing period", during which individual children share something they have learned with other children, the whole room or part of it.

To have children become acquainted with a wide variety of books, the teacher might encourage her class to share them with and advertise them to one another in the following interesting ways, thus stimulating them to read more books of good quality and, incidentally, giving them opportunities to show their ingenuity and creative ability in art, writing, dramatic arts, and other fields:

A. Making a poster is an excellent way to advertise a book. For such posters, paint, crayons, chalk, paper sculpture, ink, cut-out pictures, real materials, and other things can be used, depending upon what is available for making flat or two- or three-dimensional ones.

B. Decorating a book jacket in any desired manner and writing an advertisement to accompany it may attract children to a book even more than the original covering.
C. Writing a book review for a room or school newspaper not only requires careful reading but gives a real purpose for using language arts.
D. Creating a series of original illustrations for a story, using any medium desired, requires good judgment in the selection of incidents to picture and in the choice of suitable materials for executing them.
E. Writing a movie script for a good action story is an experience that helps children to arrange events in sequence and to see how necessary movement is in certain types of stories.
F. Children who read the same play or story (which lends itself to dramatization) can give a performance, such a group project being an excellent one for socialization, sharing ideas, and giving the children an opportunity to participate in dramatic arts, an activity which they need and enjoy.
G. Books about how to make or how to do things can be shared by having the readers give oral or written directions. Bring in something made at home, or demonstrate step-by-step procedures to the group, thus increasing the ability to follow and give directions.
H. Stating real reasons for liking or not caring for a book, not from a snap judgment, but after a thorough examination of it, requires critical thinking upon the part of children and helps them to evaluate other books.
I. If a travel book is read, an illustrated lecture,using postcards, photographs, slides, pictures clipped from magazines or from other publications can be shown to young armchair travelers, who are interested in people like themselves from near and far, and it is an excellent way to promote good intercultural relationships.

This list is only suggestive and its only limitation is the creativeness of its teacher.

5. Individualized reading always assumes that certain skills have to be taken up with the class as a whole, or in a group session with the part of the class which needs to learn the skill. Small group sessions for work with children who have a special need in the same area should be an integral part of the program. These skills are:

A. Oral reading
   1. Real audience situations
   2. Recording child's oral reading for individual evaluation
   3. Choral reading
   4. Reading plays--dramatizing stories
   5. Resource people who read very well--model
   6. Reading direct quotations from books, choice parts of books in book teasers or reports

7. Prepared, expressive reading by teacher--model
8. Prepared reading from newspaper, bulletins, etc.
9. Reading poetry

B. Comprehension skills
1. To recognize and understand an explicitely stated fact
2. To select the main purpose of a papragraph
3. To select supporting data for the main idea
4. To draw conclusions from an article
5. To understand implied facts and relationships
6. To recognize common elements in incidents and paragraphs
7. To select an appropriate title for an article or story
8. To follow directions
9. To find information
10. To read a story or an article for various purposes
11. To find proof
12. To examine basic assumptions
13. To check authenticity
14. To summarize and generalize
15. To arrange ideas and events in sequence
16. To outline

C. Developing independence in word attack skills
1. Recognition of consonant sounds (initial, final)
2. Recognition and use of blends
3. Recognition and use of long and short vowel sounds
4. Recognition and use of double vowel sounds
5. Understanding silentness
6. Use of context clues for pronunciation and meaning
7. Syllabication
8. Compound words
9. Root words, prefixes, suffixes
10. Little words in big words if common elements have the same sound
11. Derived forms--adding 's', 'ed', 'ing'. 'er', 'or', 'ment', 'ly'

D. Second-level reading--stories with emotional impact
1. Help children empathize with characters
   a. "Good-bye, My Lady"--James Street
   b. "The Small One"--James Tazewell
   c. "The Littlest Angel"--Dale Evans
   d. "Anniversary"--Margaret E. Songster
   e. "The Yellow Shawl"--
   f. "The New Kid"--Murray Heyart
2. Students and teacher need to talk about <u>feelings</u> generated by reading such stories

E. Open windows to the wonderful world of reading
1. Higher quality books read to students by teacher
2. Introduction of new books by librarians
3. Introducing new books by spot reading
4. Finding out about favorite authors
5. Reading poetry to childen
6. Real book reviews by skilled reviewers
7. Reading clubs
8. Once-a-month book assemblies and bulletin board displays

F. Maintaining, extending, vitalizing reasons for reading
   1. Reading center in each room
   2. Feeding in new material with adequate range in vocabulary, interest, eye appeal

6. The individualized reading program predisposes that the teacher and students will have regular conferences to determine needs, interests and skills of the child.

An individual conference is basic to a self-selection reading program. The better the conference the better the learning. A teacher must perfect his skills of probing, questioning and listening. The following three questions could be explored in each session:

A. How does the child feel about reading in general and his selected book in particular?
B. What skills (comprehension, word recognition, etc.) can the teacher detect which need reteaching or developing, and should the child be assigned to a small group for instruction or does he need individual work?
C. How well does he read orally?

The teacher will need to plan on holding several of these conferences daily in addition to the instructional sessions he will be having. From these conferences the teacher will plan his procedure for ensuing reading classes. From records of conferences, the teacher will evolve a plan for small fluid groups which need work on specific skills, and for children who need to be instructed individually. It is imperative that the records indicate the number of contacts with children be kept to enable the teacher to evaluate his efforts in reaching all the children.

The benefits of the child and teacher working in a 'one-to-one' situation are obvious. A child needs to feel that the teacher is accepting him and giving him help in a warm friendly atmosphere. Self-selection will bring some 'wrong choices.' It is in the conference situation that the teacher will help the child evaluate his choice, give him a way out of a wrong choice and help him decide how to choose more wisely in the future.

Final evaluation of a conference with a child could be made by the teacher asking himself these questions:

A. Has he read well silently? Did he understand what he read?
B. Have I improved the mechanics of his reading?
C. Did he read well orally?
D. Did I plan for later activities?
E. Would he benefit by working out a special assignment? Alone? With a group?

At the end of the conference a record of pertinent data which will aid in planning next steps for the child should be made.

Some observations about individualized reading are: "It is everywhere reported that children who have disliked reading have changed their minds. It is reported that maladjusted children change their attitudes and fit in with the group in other activities. Everywhere it is reported that the children do quantities of reading, not only good readers, but all of them." (Dr. E. W. Dolch, Emeritus Professor, University of Illinois)

Many teachers have noted that children have what is called a rhythm

in their selection of hard and easy books. A child may read several easy books and then decide to tackle a hard one. Or a child may work on hard books and then decide to have an easy one for a change. There is also a rhythm of fiction and nonfiction reflected in the records of children. In other words, interest change must be allowed to change. This is a kind of growth.

7. Record-keeping by the teacher and also by the child is a necessary part of this method. These records are vital if the teacher is to evaluate effectively the work of the child and to realistically assess his needs.

I. Assessing feelings children have about reading.
   A. Open and semi-structured questions.
      1. How do you feel about reading?
      2. What changes would you make, if you could make changes, in our reading work?
      3. Do you like to read by yourself or with someone? Why?
   B. Anecdotal records.
      1. How children value reading.
      2. Ways children use reading for personal needs and interests.
      3. Evidences of use of specific knowledge and skills being applied. For example, "No, that doesn't say rabbit; that says parakeet. It starts with a 'p'." (This occurred as I was helping Ranae read the daily helper chart. Please clean parakeet cage.) (Teacher's anecdotal record)
      4. Commitment, assessment of how quickly does he settle down? How easily is he diverted? Does he use escape-techniques when an adult works with him? What are they? Does he select reading as a leisure time activity? Does he have books of his own? Does he take care of books? Does he check books from the library? Does he read them without coercion?
      5. Stress and strain records--behavioral evidences of tension.

II. Appraising achievement. (No intrinsic rewards involved)
   A. Individual records.
      1. Books read--in school and out of school.
      2. Before tests for bench mark--after tests--same test but another form. Standardized tests and teacher--made.
      3. Scope of reading experiences. Oral reading activities--plays, stories shared, choral reading.
         Skills emphasized in developmental periods--phonetic, structural analysis, comprehension, etc.
      4. Self-concept and reading. How does he view himself as a reader in this classroom?

Anyone interested in starting an individualized reading program, start in your own mind. Individualizing your reading program is not difficult, even with a large class.

   A. Erase from your mind the usual pattern of ten or twelve children sitting in a semicircle reading the same page in the same book at the same time. Try to catch the excitement of each child searching through many books to find the one he most wants to read.

B. Consult with your school authorities and talk with parents. Most administrators and parents are eager to accept a plan that promises greater benefits for their children.
C. Decide who will participate. It will probably be better for you to procede with few children at a time until you gain confidence. You will be moving toward individualization if you let children read on different pages in their readers.
D. Increase your supply of books. You must have a minimum of three different titles per child, but the program works better with even more.
E. Look at your classroom arrangement. Find a place for the books where a number of children can come to make their choice without crowding.
F. Plan for independent activity. Perhaps you would rather stay with the kind of seatwork that is familiar to you.
G. Establish routines. Some routines are simple and require little more than initial directions. Other routines are more complex and need more detailed directives.
H. Read and study, there is a lot of material written about individualized reading. Individualized reading, if practiced by teachers who understand its implications and challenges, often proves to be the most satisfying method for teacher and student of reading instruction.

SUMMARY
PRINCIPLES UNDERLYING AN INDIVIDUALIZED READING PROGRAM

I. Values
   A. Individual differences are real.
   B. This approach is an effective way of meeting individual differences.
   C. It provides a way of picking the child up where he is.
   D. The child selects what he will learn; the organism can select what it needs.
   E. The cultural expectation is that children will learn to read. This is a powerful motivation to learn to read.
   F. The child demonstrates rhythm in reading.
   G. At the present, we think that self-selection is most effective in the communicative arts.
II. Environment
   A. There must be something from which to select.
   B. We must provide a variety of materials.
      1. Writing--flomaster, primary pencil, many sizes of paper, etc.
      2. Reading--books, magazines, charts, letters, labels.
   C. We need firsthand experiences--something to read, talk, think, wonder, write about.
   D. The human relationships need to be such that children are free to:
      1. Exchange ideas
      2. Help each other
      3. Be themselves
      4. Create

5. Experiment
6. Explore

E. The time block must be somewhat flexible.

III. Teacher's role.

A. You need to know students.
1. Previous records
2. Consult with students
3. Observe and record behavior

B. You are the arranger of the environment.

C. You invite, encourage, support.

D. You interpret program to parents and public.

E. You keep records:
1. Anecdotal
2. Teacher-made standardized tests
3. Achievement records--individual and group
4. You create opportunities for sharing

IV. Child's role.

A. Child assumes responsibility--he makes commitment as to what he will learn.

B. The child makes a plan and shares it with the teacher.

C. Child and teacher plan periodically to assess direction toward goal.

V. Self-selection in reading.

A. Child browses.

B. Child selects reading material.

C. Child makes plan.

D. There are many organizations, variety in groups:
1. Two children read and share same book.
2. Teacher works with individual and groups.
3. Children read orally in small groups.
4. Children read individual books--readers and library--helping each other

E. There are fewer testing situations. We need not test every child every day; we need not check him on every bit of reading he does; if a child returns day after day to a book he has selected to read we can be sure there is satisfaction and growth in it for him.

F. We need to find more creative ways to share what is read.

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